



Possibilities Of Using The Pirls International Assessment Program In The Formation Of Students 'Communication Competencies

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Annotation: This article discusses the system of continuing education, the possibility of using the PIRLS international assessment program in the formation of students' communicative competencies in these processes, the significance and advantages of this program in improving the quality of education, and recommendations for improving the effectiveness of modern education.

Key words: continuous education, competence, communicative competence, international assessment programs, PIRLS international assessment program, analysis, assessment, investments, education quality, human capital, modern approaches, innovative education

I. Introduction

Lifelong education is aimed at creating the necessary conditions for the formation of a creative, socially active, spiritually rich personality and the training of highly qualified competitive personnel, interconnected on the basis of a logical sequence and from simple to complex, is an integral system of education, consisting of developing and interdependent stages. Its activities are based on state educational standards, the consistency of educational programs at different levels.

Today in our country it is important to raise the quality of education to a high level, to train personnel that meet the requirements of the time, and this imposes a number of important requirements for lifelong education.

These requirements are contained in: the Constitution of the Republic of Uzbekistan, the Law "On Education", resolutions and resolutions of the Cabinet of Ministers and relevant ministries, the Cabinet of Ministers of the Republic of Uzbekistan dated March 15, 2017 No. 140 dated April 6, 2017 "On approval

State educational standards of general secondary and secondary specialized, vocational education "Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 1877 of December 8, 2018 "On measures to organize international research in the field of assessing the quality of education in the public education system" No. 997, O Reflected in the Decree of the President Republic of Uzbekistan dated April 29, 2019 No. PF-5712 "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 20 Organization of international research in the field of assessing the quality of education in the system of public education of the republic, establishing international relations, comprehensive support for research and innovation activities of students, primarily creative ideas and creativity of the younger generation. support and



encourage the introduction of international research in the field of assessing the quality of education in the system of continuing education.

Daniel Rosenblum, US Ambassador to Uzbekistan, said: "We believe that investing in education is the most important thing any country can do. Investing in the next generation is an investment in the future. This project, which we are implementing in partnership with the Ministry of Public Education, will help assess the reading and math skills of 3rd and 5th grade students across Uzbekistan. The assessment will help improve curricula in these disciplines and invest in the teaching of these disciplines."

In the system of continuous education, the study, analysis and filling of gaps in the knowledge of students on the basis of international assessment programs, the transfer of new knowledge is essential for this future development.

In particular, Progress in the International Reading and Literacy Study (PIRLS), an international study assessing reading and text comprehension by elementary school students, is important for students of all ages.

After all, the level of literacy and communicative competence of a student is very important in all areas. The systematic implementation of the development of this competence among students in the process of continuing education not only contributes to ensuring consistency, but also is the basis for a person to receive quality knowledge throughout his life.

Communicative competence is the ability of a person to possess a set of communicative skills and abilities, in which sufficient skills, cultural norms and restrictions on communication, knowledge, customs, etiquette, education, and the communicative orientation of knowledge are formed in new social structures.

Communicative competence is a general communicative personality trait that includes communication skills, knowledge, abilities and skills required in all areas, as well as emotional and social experience in the field of business communication.

Communication skills include:

- to give a socio-psychological forecast of the communicative situation in which to communicate;
- socio-psychological programming of the communication process, based on the specifics of the communicative situation;
- implementation of socio-psychological management of communicative processes in a communicative situation.

Sociability is an integral quality that synthesizes a common culture and its specific manifestations in professional activities.

One of the conditions for communicative competence is compliance with certain rules and requirements. The most important of these rules are:

1. The most common rule is not to start a comment if it is not understood or understood completely.
2. The rule of constant preparation for understanding. There are often semantic and personal barriers that often lead to complete and misunderstood messages.
3. Rule of accuracy. Avoid obscure, ambiguous words and do not use unfamiliar or highly specialized terms.
4. The rule of control of non-verbal signals. It is not enough just to control your speech and the content of the message. In addition, it is necessary to control its form in terms of external accompaniment - facial expressions, gestures, intonation, posture.



5. The rule of self-injustice. Always allow yourself to be misunderstood when communicating. This often warns of serious errors.
6. Rule of place and time. The effectiveness of any message is greatly enhanced by choosing the most appropriate situation for a timely solution.
7. The rule of openness. It means the readiness to revise one's point of view under the influence of newly discovered situations, as well as the ability to accept and take into account the point of view of the interlocutor.
8. The rule of active and constructive listening is one of the main conditions for effective communication.
9. Rules of thinking. This rule ultimately ensures the achievement of the main goal of the communication process.

In the system of continuous education in the process of preschool and primary education, students form the basic requirements for communicative competence. In this regard, state requirements for education and state educational standards are established.

In the primary grades, special attention is paid to the formation of communicative competence based on reading and the native language. This includes the priority of spiritual and moral directions. Students get acquainted with various interpretations of good and evil, good and evil, beauty and lack, based on reading and analyzing the best examples of domestic literature, as well as world literature, and react to them consciously and figuratively. totality of moral and spiritual qualities in oneself. The need to comprehend open relationships with them is an important factor in the development of oral and written communication of students.

In the process of learning, students get acquainted with the highest examples of art created in different eras and countries, reflecting different worldviews and beliefs.

On this basis, they form, expand and strengthen their ideas and views on the diversity of the universe and people, their uniqueness, as well as the unity of the universe, all of humanity. Most importantly, it rises to a level where it can emotionally react to all the phenomena of the universe and man, can observe a variety of views, worldviews and points of view.

Compulsory graduates of the system of additional education in reading based on PIRLS:

Aesthetic, educational, pedagogical significance of the subject of reading, the possibilities of verbal expression, the description of human emotions and landscapes through words, folklore, children's literature, Uzbek and world children have a general knowledge of literary samples, literary types and genres;

☐ Independently evaluate the studied works; perform test tasks on the application of the studied literary concepts;

☐ search and use information from various sources (textbooks and manuals, dictionaries, children's literature)

Draw appropriate conclusions from the studied folklore, children's literature, samples of world children's literature, learn from them, instill good human qualities, study everyday proverbs, poems and other works of art Appropriate use of written and oral descriptions of the work and its characters in conversations, expressive reading works (prose, poetry), comprehension, comprehension and comprehension of their content. Expressive memorization of a literary text or part of it, retelling, explanation to others, response and evaluation, enrichment and development of oral and written speech, understanding and fluency of oral and written speech;



Students are taught literary education (reading) in the form of literary readings. For a child to master the techniques of reading, first of all, his level of literacy is formed, oral and written speech develops, and he learns the correct pronunciation of sounds and words. First, a familiar text is expressively taught, then an unfamiliar text, the student's skills and abilities are revealed. The quantitative indicator is the speed of reading, i.e. how many words can be read fluently in a minute.

Use PIRLS research assignments to assess students' knowledge and acquiring artistic experience and obtaining and using information to achieve the goal of reading literacy;

- ☐ - learn to perform multifaceted, complex tasks;
- ☐ - be able to think deeply about each problem and manage to improve their knowledge;
- ☐ - be able to cooperate with peers, teachers and specialists on important tasks that require deep consideration
- ☐ - helps develop competencies such as communication, decision making, problem solving and the ability to use technology to generate new ideas.

In the process of understanding the text, the following is achieved:

1. Focus on the text and collect reliable information;
2. Ability to draw conclusions;
3. Analyze and combine ideas and information;
4. Evaluate and criticize content and text elements.

follow the evaluation criteria set out in them:

As a result, students: full understanding of the text, evaluation of text elements, analysis of ideas and information, communication, creativity and curiosity, critical thinking and systematic thinking, use of information and media, interpersonal communication and cooperation, problem identification, life skills. formed such as the formation and search for solutions, self-orientation, social responsibility.

This means that if you analyze the text not only through conversations or questions and answers, but also on the basis of various tasks, students' oral speech, worldview and self-confidence will increase. This is facilitated by the international evaluation program PIRLS. It is through this program that students, in a word, develop communicative competence.

In the educational process, based on the assessment of the level of reading and understanding of the text by primary school students, the tasks of the lesson are determined based on the educational activities of students, which guarantees high results in the educational process, makes it possible for the interaction between the teacher and the student and a clear assessment of educational activities.

Based on 21st century international assessment programs, it aims to provide students with a high level of thinking skills through the targeted use of modern assessment, teaching and learning methods. Encourages students to think outside the box, think creatively, efficiently and politely. Therefore, providing a guaranteed result based on different approaches such as themes, recommendations, classroom environment, assessment mechanism and the use of technical tools covering each of these issues is intended to achieve the intended goal.

In accordance with the Law "On Education", to ensure the continuity and systematic teaching of general education, create a modern methodology, improve state standards for general secondary and secondary specialized, vocational education based on a competency-based approach, develop and implement new generation educational and methodological materials President Shavkat Mirziyoyev Emphasizing the relevance further development of the system of continuous education, raising it to a



high level of quality, taking into account modern requirements, they approve a number of Decrees, Decrees and Orders of the Government, providing for the reform of this area.

Indeed, modern education is one of the main challenges of today, and now is the time to change teaching methods, combine theoretical knowledge with creative research and create new generation textbooks.

In conclusion, the need for competencies in addition to the knowledge and skills of students is reflected in international experience. One of the main goals of the PIRLS assessment is to enable students to apply what they learn in the school system to their personal, professional and social lives. The PIRLS assessment study is important for the governments of the countries participating in this study, ministries, departments and educational researchers responsible for the education system, in determining measures to reform and develop the education system.

School education will also be reformed and developed along with the political, economic and social aspects of society.

The main goal of reforms in Uzbekistan is to study the achievements and experience of developed countries, taking into account the conditions of Uzbekistan. The role of human resources in society is invaluable, and the education system faces serious challenges.

Intelligence, thinking, consciousness, will, social activity of students, their spirituality, views, ethical and aesthetic knowledge, inner spiritual experiences, understanding of global processes, independent decision-making skills and independent readiness for life pose new challenges for the school education system. . The need for competencies in addition to knowledge and skills for students is reflected in international experience.

The following proposals are relevant for the successful participation of the Republic of Uzbekistan in international studies. The quality of education is in many ways directly related to the process of implementing the requirements set out in the curriculum in schools. One of the important tasks of the preparatory stage of participation in the assessment survey is the development of recommendations for teachers on the preparation of educational and test tasks similar to those used in the PIRLS assessment survey. After all, the formation of basic communicative competencies of students directly depends on the tasks used in the learning process, their structure, purpose and content.

Therefore, in order to raise the quality of the processes of the system of continuous education to a higher level, further improve the effectiveness of education, ensure the implementation of training and education in practice, develop learning tasks that serve to form and develop communicative competence. The conclusion is of great importance. The acceleration of applied and research work in the education system will have an impact on the effectiveness of education. Creative assignments are at the heart of the PIRLS international assessment program. The introduction of such tasks into the educational process is considered a necessary condition for the formation of communicative competencies in students.

Tasks focus on application of knowledge, integration of interdisciplinary knowledge, decision making, decision evaluation, error evaluation. Research tasks are not limited to one research topic, but assess basic profile and interdisciplinary competencies.



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